# The Single Plan for Student Achievement

**School:**          Lake Center Middle School

**CDS Code:**        19647176015044

**District:**        Little Lake City School District

**Principal:**       Jack Sokoloff

**Revision Date:**   September 22, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:**  Jack Sokoloff

**Position:**        Principal

**Phone Number:**    (562)868-4977

**Address:**         10503 South Pioneer Blvd.
                     Santa Fe Springs, CA 90670

**E-mail Address:**  jsokoloff@llcsd.net

**The District Governing Board approved this revision of the SPSA on .**

# Table of Contents

## School Vision and Mission

**Lake Center Middle School's Vision and Mission Statements**
With a focus on learning, the Lake Center community will provide high quality, well-rounded instructional experiences to support student success every period, everyday.


## School Profile

Lake Center Middle School is a part of the Little Lake City School District located in Santa Fe Springs, CA. Lake Center is a learning community with excellent teachers, wonderful students and a very supportive parent community. Our school community values positive academic and social growth, believes in a rigorous well-rounded education, values diversity, and looks out for the best interest of children.  Lake Center Middle School consists of 876 students with approximately 69% of those students on free or reduced lunch.  68 students are English Learners, 206 are GATE students, we have 40 Resource Specialist students, 46 students identified as having additional needs in speech, 35 homeless youths, and 13 students in foster care.  Our school is a National School to Watch, a California Gold Ribbon School, and Title I Achieving School.

The Lake Center Middle School staff is committed to continuous improvement.  Time, resources and energy are devoted to key areas in an effort to strengthen our overall program and the educational experiences that we provide to students. As a district and as a school we will continue our work with Common Core standards.  Although initial SBAC results look promising, there is a great deal more to be done to move more students to the "Met and Exceeded" band.  As an emerging Professional Learning Community (PLC), we will continue to focus on improving those key elements that define an effective PLC: focus on learning, collaborative culture, collective inquiry into best practice, action orientation-learning by doing, commitment to continuous improvement and results orientation. Our work over the next few years will be in strengthening the practices we have in place while implementing new practices that make us a stronger PLC.  With addition of Chromebook carts for each content classroom, subsequent years will focus on integrating more technology into both the teaching and learning process.  This integration supports both our work with Common Core and development as a strong PLC.

Classroom instruction through the use of research based strategies will strengthen as we move closer to our goal of AVID school-wide.  Ongoing training and implementation of WICOR strategies will allow us to better support the learning needs of all our students.  Each year we strive to improve our Targeted Intervention program.  As we progress each year, the site interventionist, administration, counselors, staff and teachers will continue working with this program, planning and collaborating to better assist our struggling learners.  Lastly, as stated above, we will be working to create more cross-curricular lessons and assignments, thus giving students greater opportunity to make connections with the learning and their personal lives.  None of these areas of improvement will be done in isolation nor treated as a singular area of growth.  Each area is connected to the others with all sharing the same outcome of an improved educational experience for our students.



## Comprehensive Needs Assessment Components

### Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent Satisfaction Surveys were given during the 2016-2017 school year.  67% of parents participated and are overall very satisfied with the programs and services provided at Lake Center Middle School.  All scores for satisfaction in each category scored 90% or higher in areas such as student safety, parent involvement, parent-school communication, and student achievement.

According to the Parent Engagement Survey, Lake Center Middle School received a high score in communication with parents regarding student progress and attendance at school events.  Parent education opportunities were noted as an area where improvement is needed.

Students in 7th Grade were given the Healthy Kids Survey to determine students' feelings about safety on campus. 89% of students feel that the campus is safe, they have positive relationships with adults who available to students who need to talk, and there are engaging activities provided for students. Students identified that they would prefer to participate more in the decision making process for school functions and policies.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and assistant principal walk through classrooms daily to monitor instruction, implementation of school-wide AVID strategies, student engagement, and implementation of PBiS strategies.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1.  Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    Staff use state assessments such as CAASPP and CELDT results to track progress of students and modify instruction. In addition, school staff uses district common assessments, curriculum embedded assessments, formative assessments, and other local measures to improve instruction.

2.  Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Staff meets in teams throughout the year in Data Reflection Sessions to analyze common assessments, student work, and to plan instruction.

Staffing and Professional Development

3.  Status of meeting requirements for highly qualified staff (ESEA)

    All teaching staff are highly qualified and certificated according to Every Student Succeeds Act requirements. Three teachers are teaching outside of their credentialed subject areas.

4.  Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    All teachers at Lake Center Middle School hold active California teaching credentials and have received training on SBE adopted instructional materials.

5.  Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    Staff development is aligned to the Common Core State Standards and is based on student performance on the SBA and district common assessments.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   The principal, assistant principal, core teachers, and the THINK Together coordinator will analyze site based formative assessments, district common assessments and district benchmark assessments. This data will be used during grade level subject area Data Reflection Sessions ("DRS") 5 times throughout the year. The purpose of DRS will be to analyze and discuss assessment results as well as identify instructional strategies to address student needs. Professional Development days will also be provided to staff 3 times a year with additional professional development provided during staff meetings.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Teachers collaborate twice weekly by grade level and by PLC to analyze student work, formative assessments, and common district assessments to determine next steps for instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Curriculum and instructional materials are aligned to the Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   The master schedule at Lake Center Middle School provides students with courses in ELA and Math that meet the instructional minutes requirements.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    The master schedule supports the district's pacing guides and provides daily opportunities for structured interventions for struggling students. Enrichment opportunities are also provided daily for students performing above grade level standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All materials used for instruction are aligned to the CA Common Core State Standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    The school uses SBE-adopted and standards-aligned materials in all areas of instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    Students who are performing between far below and at grade level receive targeted intervention daily for 45-52 minutes.

14. Research-based educational practices to raise student achievement

    All educational practices utilized at Lake Center Middle School are research based and focused on student achievement. Data Reflection Sessions are conducted to analyze and discuss assessment results as well as identify instructional strategies to address student needs.

15.  Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school uses all community resources available (including but not limited to School Site Council, Parent-Teacher Organization, English Learner Advisory Committee, Little Lake Educational Advancement Foundation, and Think Together) to assist underachieving students. In addition the school seeks out resources available from the LEA, local government, and families.

16.  Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The school has parent advisory councils such as the School Site Council and English Learners Advisory Committee, that are involved in the planning, implementation and monitoring of the SPSA.

Funding

17.  Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical program funds are used to supplement the regular education program and meet the needs of under-performing students via targeted interventions, an interventionist, data reflection sessions (DRS), and English learner programs.

18.  Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

## Description of Barriers and Related School Goals

School barriers that existed in the 2016-2017 school year include a high percentage of students from low Socio-Economically Disadvantaged families, populations of homeless and foster youth, and limited access to curriculum aligned to Common Core State Standards (CCSS). Staff worked to align materials, assessments, and resources to Common Core State Standards during the school year.  Stakeholders are increasing their knowledge of how to interpret Smarter Balanced Assessment results. The CELDT is not aligned to the 2012 ELD Standards or the CA ELA/ELD Framework.  The district is in the beginning stages of implementation of the ELPAC assessment.  Teachers will continue to deepen their understanding and knowledge of the ELD standards in all core subject areas.

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 299 | 297 | 257 | 294 | 292 | 254 | 294 | 292 | 254 | 98.3 | 98.3 | 98.8 |
| Grade 7 | 303 | 309 | 300 | 298 | 306 | 299 | 295 | 306 | 299 | 98.3 | 99 | 99.7 |
| Grade 8 | 306 | 291 | 298 | 300 | 288 | 298 | 299 | 288 | 298 | 98.0 | 99 | 100 |
| All Grades | 908 | 897 | 855 | 892 | 886 | 851 | 888 | 886 | 851 | 98.2 | 98.8 | 99.5 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 2539.6 | 2538.4 | 2545.0 | 20 | 17 | 22.44 | 34 | 36 | 38.19 | 31 | 30 | 23.23 | 15 | 17 | 16.14 |
| Grade 7 | 2537.8 | 2551.1 | 2558.5 | 9 | 15 | 15.38 | 36 | 36 | 40.47 | 28 | 26 | 24.41 | 26 | 23 | 19.73 |
| Grade 8 | 2568.3 | 2585.7 | 2576.1 | 10 | 17 | 15.44 | 41 | 42 | 39.93 | 35 | 28 | 28.19 | 13 | 12 | 16.44 |
| All Grades | N/A | N/A | N/A | 13 | 16 | 17.51 | 37 | 38 | 39.60 | 32 | 28 | 25.38 | 18 | 17 | 17.51 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 20 | 20 | 21.26 | 50 | 53 | 53.54 | 30 | 26 | 25.20 |
| Grade 7 | 19 | 22 | 27.09 | 47 | 50 | 51.17 | 33 | 28 | 21.74 |
| Grade 8 | 25 | 32 | 22.15 | 53 | 47 | 55.37 | 22 | 20 | 22.48 |
| All Grades | 21 | 25 | 23.62 | 50 | 50 | 53.35 | 28 | 25 | 23.03 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 23 | 26 | 32.28 | 56 | 53 | 48.43 | 20 | 20 | 19.29 |
| Grade 7 | 16 | 21 | 25.42 | 57 | 53 | 52.51 | 26 | 26 | 22.07 |
| Grade 8 | 17 | 30 | 23.83 | 60 | 53 | 53.69 | 22 | 17 | 22.48 |
| All Grades | 19 | 25 | 26.91 | 58 | 53 | 51.70 | 23 | 21 | 21.39 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 17 | 16 | 18.90 | 71 | 73 | 66.93 | 12 | 11 | 14.17 |
| **Grade 7** | 12 | 20 | 17.06 | 69 | 64 | 65.89 | 19 | 15 | 17.06 |
| **Grade 8** | 12 | 17 | 18.12 | 72 | 75 | 70.47 | 15 | 8 | 11.41 |
| **All Grades** | 14 | 18 | 17.98 | 71 | 71 | 67.80 | 15 | 12 | 14.22 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 35 | 34 | 39.76 | 55 | 53 | 46.06 | 10 | 12 | 14.17 |
| **Grade 7** | 24 | 31 | 32.11 | 56 | 53 | 52.51 | 19 | 16 | 15.38 |
| **Grade 8** | 23 | 34 | 39.60 | 64 | 52 | 44.63 | 12 | 14 | 15.77 |
| **All Grades** | 27 | 33 | 37.02 | 58 | 53 | 47.83 | 14 | 14 | 15.16 |

**Conclusions based on this data:**

1. Overall achievement data for ELA shows that the percentage of students who exceeded grade level standards increased by 3.2%, however the percentage of students who met standards decreased by 1%, and students who did not meet standards increased by 2.5%.

2. The area which students showed the most success, with 33% of students above standard, is Research and Inquiry, while the area of Listening shows that 81.5% of students are performing at, near, or below standard.

3. 7th grade students demonstrated the greatest growth (10.1%) of students who exceeded or met standards.

# School and Student Performance Data

## CAASPP Results (All Students)

### Mathematics

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **# of Students Enrolled** | | | **# of Students Tested** | | | **# of Students with Scores** | | | **% of Enrolled Students Tested** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 299 | 297 | 257 | 295 | 292 | 256 | 295 | 292 | 256 | 98.7 | 98.3 | 99.6 |
| **Grade 7** | 303 | 309 | 300 | 296 | 306 | 299 | 292 | 306 | 299 | 97.7 | 99 | 99.7 |
| **Grade 8** | 306 | 291 | 298 | 300 | 288 | 297 | 299 | 288 | 297 | 98.0 | 99 | 99.7 |
| **All Grades** | 908 | 897 | 855 | 891 | 886 | 852 | 886 | 886 | 852 | 98.1 | 98.8 | 99.6 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Mean Scale Score** | | | **% Standard Exceeded** | | | **% Standard Met** | | | **% Standard Nearly Met** | | | **% Standard Not Met** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 2519.2 | 2517.7 | 2531.7 | 17 | 18 | 19.14 | 17 | 15 | 23.83 | 37 | 34 | 33.59 | 29 | 33 | 23.44 |
| **Grade 7** | 2514.4 | 2518.2 | 2524.6 | 10 | 11 | 15.05 | 17 | 19 | 18.73 | 36 | 36 | 33.44 | 35 | 34 | 32.78 |
| **Grade 8** | 2534.3 | 2530.5 | 2533.8 | 12 | 15 | 13.47 | 18 | 14 | 16.50 | 34 | 30 | 29.29 | 35 | 42 | 40.74 |
| **All Grades** | N/A | N/A | N/A | 13 | 15 | 15.73 | 18 | 16 | 19.48 | 36 | 33 | 32.04 | 33 | 36 | 32.75 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 23 | 23 | 27.34 | 33 | 34 | 41.80 | 43 | 43 | 30.86 |
| **Grade 7** | 15 | 15 | 20.74 | 33 | 36 | 34.78 | 50 | 49 | 44.48 |
| **Grade 8** | 19 | 20 | 19.19 | 38 | 27 | 33.33 | 43 | 52 | 47.47 |
| **All Grades** | 19 | 19 | 22.18 | 35 | 32 | 36.38 | 45 | 48 | 41.43 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 15 | 16 | 20.31 | 50 | 40 | 42.97 | 35 | 43 | 36.72 |
| **Grade 7** | 14 | 16 | 16.39 | 51 | 51 | 44.15 | 35 | 33 | 39.46 |
| **Grade 8** | 10 | 15 | 16.84 | 59 | 53 | 42.76 | 31 | 32 | 40.40 |
| **All Grades** | 13 | 16 | 17.72 | 53 | 48 | 43.31 | 34 | 36 | 38.97 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** | **14-15** | **15-16** | **16-17** |
| **Grade 6** | 17 | 19 | 19.53 | 54 | 53 | 49.22 | 29 | 28 | 31.25 |
| **Grade 7** | 13 | 16 | 20.40 | 73 | 54 | 50.50 | 14 | 30 | 29.10 |
| **Grade 8** | 14 | 14 | 14.14 | 56 | 58 | 52.86 | 30 | 28 | 33.00 |
| **All Grades** | 15 | 16 | 17.96 | 61 | 55 | 50.94 | 25 | 29 | 31.10 |

**Conclusions based on this data:**

1. Overall, the percentage of students who exceeded standards has improved although 8th grade had a slight dip.

2. Students in 6th and 7th grade demonstrated the most gains for students scoring at or above grade level (12.4 and 13.9 respectively), while 8th grade students gained 4% in students who scored in the same range.

3. Math will continue to be an area of instructional focus, particularly in the area of Problem Solving & Modeling/Data Analysis.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| 6 | 11 | 16 | 9 | 68 | 42 | 35 | 11 | 32 | 41 | 7 | 5 | 6 | 4 | 5 | 9 |
| 7 | 13 | 25 | 19 | 35 | 38 | 39 | 30 | 21 | 26 | 13 | 8 | 6 | 9 | 8 | 10 |
| 8 | 40 | 17 | 7 | 44 | 43 | 50 | 8 | 26 | 21 | 8 | 13 | 7 | | | 14 |
| Total | 21 | 19 | 13 | 50 | 41 | 39 | 16 | 27 | 32 | 9 | 8 | 6 | 4 | 5 | 10 |

**Conclusions based on this data:**

1. The majority of English Language Learners are performing in the Intermediate and Early Advanced range.

2. Very few students are performing in the beginning and early intermediate range.

3. A focus area for Lake Center will be to focus on Intermediate and Early Advanced students to move toward re-designation as Fluent English Proficient.

# School and Student Performance Data

## CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| 6 | 13 | 16 | 11 | 63 | 42 | 32 | 10 | 32 | 38 | 7 | 5 | 5 | 7 | 5 | 14 |
| 7 | 12 | 24 | 19 | 31 | 40 | 39 | 31 | 20 | 26 | 12 | 8 | 6 | 15 | 8 | 10 |
| 8 | 37 | 17 | 6 | 44 | 42 | 50 | 7 | 29 | 19 | 7 | 13 | 13 | 4 | | 13 |
| Total | 20 | 18 | 13 | 47 | 41 | 38 | 16 | 28 | 30 | 8 | 8 | 7 | 8 | 5 | 12 |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: Student Achievement |
| --- |
| **LEA/LCAP GOAL:** |
| Student Achievement<br>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:<br>1. Smarter Balanced Assessments in ELA and Mathematics in grades<br>3-8<br>2. District assessments in ELA and Math in grades K-2<br>3. CST in science: grade 5.  Science District Benchmarks: grades<br>6,7and 8<br>4. District assessments in history/social science in grades 6-8<br>5. Percentage of ELs Making Progress in Learning English Based on<br>the CELDT (AMAO1) and Percentage of ELs Attaining the English<br>Proficiency Level on the CELDT (AMAO2)<br>6. Redesignation rates for ELs<br>7. Academic Performance Index-API (as developed by the CDE)<br>8. Physical Fitness Tests in grades 5 and 7 |

| SCHOOL GOAL #1: |
|---|

Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades
3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5.  Science District Benchmarks: grades
6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on
the CELDT (AMAO1) and Percentage of ELs Attaining the English
Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

| Data Used to Form this Goal: |
|---|

The data used to form this goal are assessment results from: CAASPP, district common assessments, CELDT, benchmarks, CAST (CA Science Test),

| Findings from the Analysis of this Data: |
|---|
| |

| How the School will Evaluate the Progress of this Goal: |
|---|
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.1 Scholastic SCOPE, Scholastic Action, JR Scholastic and Scholastic Science World will be used to supplement the Language Arts, Science and HSS curriculum. | Ongoing | Teachers, Principal, Assistant Principal | Supplemental Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 18,000 |
| 1.2 Materials and supplies will be purchased to support all content areas. | Ongoing | Teachers, Principal, Assistant Principal | Materials | 4000-4999: Books And Supplies | LCFF - Supplemental | 5,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.3 Core teachers will assess all students using site based formative assessments, district common assessments and district benchmark assessments. This data will be used during grade level subject area Data Reflection Sessions 5 times throughout the year.  The purpose of DRS will be to analyze and discuss assessment results as well as identify instructional strategies to address student needs. | Ongoing | Teachers, Principal, Assistant Principal, THINK Together Site Coordinator | DRS Sessions: SUBS | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 10,162 |
| 1.4 Release time will be given to Language Arts, Math, HSS and Science teachers for the purpose of grading and scoring assessments. | Ongoing | Teachers, Principal, Assistant Principal | Assessment Scoring | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 22,000 |
| 1.5 Support a three period per day interventionist to work with staff and administration in maximizing the effectiveness of school wide interventions. | Ongoing | Teachers, Principal, Assistant Principal | Intervention Teacher | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 68,853.00 |
| | | | District Portion | 1000-1999: Certificated Personnel Salaries | General Fund | 30,987.20 |
| 1.6 Support after school teacher collaboration for purpose of planning and organizing curriculum and programs. | Ongoing | Teachers, Principal, Assistant Principal | Collaboration | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000 |
| 1.7 Provide teacher release days for peer observation, staff development or other acceptable school business. | Ongoing | Teachers, Principal, Assistant Principal | PD | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,846 |
| 1.8 Support after hour support to classified for the purpose of conducting school related business. | Ongoing | Teachers, Principal, Assistant Principal | | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.9 Professional development may include:<br><br>Professional Learning Community<br>Effective Use of Technology<br>Common Core State Standards<br>AVID<br>Next Generation Science Standards<br>Reading Like a Historian<br>Elements of Effective Instruction<br>Direct Instruction<br>Response To Intervention<br>Emotionally Safe Classrooms<br>Bullying<br>Brain-Based Teaching and Learning<br>Effective Teaching of Writing<br>ELD and SDAIE | Ongoing | Teachers, Principal, Assistant Principal | PD | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 10,000 |
| 1.10 Support an English Learner Liaison to help coordinate reclassification, the CELDT writing process, and other curricular and instructional issues related to the English learner program. | Ongoing | Principal, Assistant Principal | | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,800 |
| 1.11 Support one site AVID coordinator who is responsible for overseeing the Lake Center AVID program. | Ongoing | Principal, Assistant Principal, AVID Coordinator | AVID Coordinator | 1000-1999: Certificated Personnel Salaries | Title I | 1,800 |
| 1.12 Support training of a district AVID Director who will work with both middle school programs and serve as the liaison between the site programs, the district and LACOE. | Ongoing | AVID Director | | 1000-1999: Certificated Personnel Salaries | Title I | 1,500 |
| 1.13 Provide AVID training for both AVID elective and AVID content teachers | Ongoing | AVID Coordinator, Principal, Assistant Principal | AVID Training | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 7,500 |
| | | | | | Title I | 7,500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.14 Provide AVID tutors to Avid Elective classes. | Ongoing | Principal, Assistant Principal,. AVID Coordinator | AVID Tutors | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 10,000 |
| 1.15 Support a site GATE coordinator who is responsible for overseeing the Lake Center GATE program. | Ongoing | Principal, Assistant Principal | GATE Coordinator | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 7,000 |
| 1.16 Maintain a three and a half hour library media specialist to support school wide reading, language arts, reading, and research in the content areas. | Ongoing | Principal, Assistant Principal | Library Media Specialist | 2000-2999: Classified Personnel Salaries | District Funded | 22,513 |
| 1.17 Support weekly music instruction in the Lake Center SDC-SH classrooms | Ongoing | Teachers, Principal, Assistant Principal | Vocal Music Teacher | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,750 |
| 1.18 Conduct before/after school academic support for students. | Ongoing | Teachers, Principal, Assistant Principal | Before/After School Intervention | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 15,000 |
| 1.19 Purchase needed software and hardware to support the integration of technology to support the instructional program. | Ongoing | Teachers, Principal, Assistant Principal | software | 4000-4999: Books And Supplies | LCFF - Supplemental | 4,600 |
| 1.20 Maintain hardware to support implementation of core content areas and intervention programs. | Ongoing | Teachers, Principal, Assistant Principal | hardware | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |

**Planned Improvements in Student Performance**

<u>School Goal #2</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: Conditions for Learning |
|---|
| **LEA/LCAP GOAL:** |
| Conditions for Learning<br>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:<br>1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)<br>2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.<br>3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)<br>4. Student transportation, as required by IEPs and safety criteria (allocated funds)<br>5. Basic Supplies and Services |
| **SCHOOL GOAL #2:** |
| Conditions for Learning<br>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:<br>1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)<br>2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.<br>3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)<br>4. Student transportation, as required by IEPs and safety criteria (allocated funds)<br>5. Basic Supplies and Services |
| **Data Used to Form this Goal:** |
| Facilities Inspection Tool<br>Williams Compliant Forms<br>IEPs (transportation)<br>Site budgets |
| **Findings from the Analysis of this Data:** |
| The Facilities Inspection Tool (FIT) data demonstrate that Studebaker continues to have facilities that are in good condition. This data is shared with the community through the SARCs. Data is also collected to ensure that our students have the textbook adopted materials and that our staff continues to be highly qualified. |

| **How the School will Evaluate the Progress of this Goal:** |
|---|
| We will work closely will the respective departments to ensure that our facilities remain in good to excellent conditions, that our teachers are highly qualified,  that our students have the district adopted textbooks, and that our students with disabilities are provided with door to door transportation. In addition, we will use the allotted budget to purchases basic supplies. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Basic supplies and services will be purchased to support student learning. | August 2017 - June 2018 | Principal | Basic supplies will be purchased to support student learning. | 0001-0999: Unrestricted: Locally Defined | Unrestricted | 35,566 |
| Students will be provided with district adopted textbooks. | August 2017 - June 2018 | Principal Teachers | Teachers will verify that students have all the necessary textbooks of the district adopted programs. The principal will assist in ensuring that any missing items be given to teachers during the first week of school. | None Specified | None Specified | |
| Students will be provided with facilities that are in good to excellent condition conducive to student learning.. | August 2017 - June 2018 | Principal | Principal will conduct campus walk throughs to ensure that facilities are safe and remain in good conditions. Work orders will be submitted, if needed. | None Specified | None Specified | |

## Planned Improvements in Student Performance

<u>**School Goal #3**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| **SUBJECT: Stakeholder Engagement** |
| --- |
| **LEA/LCAP GOAL:** |
| Stakeholder Engagement<br>Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):<br>1. Parent Survey Response Rate<br>2. Parent Satisfaction Survey Rate<br>3. Parent Engagement Rate (District and Site SMART Goals)<br>4. Student School Connectedness Rate (Grades 5 and 7)<br>5. Attendance Rate<br>6. Chronic Absenteeism Rate<br>7. Middle School Dropout Rate |
| **SCHOOL GOAL #3:** |
| Stakeholder Engagement<br>Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):<br>1. Parent Survey Response Rate<br>2. Parent Satisfaction Survey Rate<br>3. Parent Engagement Rate (District and Site SMART Goals)<br>4. Student School Connectedness Rate (Grades 5 and 7)<br>5. Attendance Rate<br>6. Chronic Absenteeism Rate<br>7. Middle School Dropout Rate |
| **Data Used to Form this Goal:** |
| |
| **Findings from the Analysis of this Data:** |
| |

| How the School will Evaluate the Progress of this Goal: |
| --- |
|  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Description | Type | Funding Source | Amount |
| 3.1 Continue serving students with the year-long electives of yearbook and music. | Ongoing | Principal, Assistant Principal | Electives | None Specified | None Specified | |
| 3.2 Support ELAC Chairs to plan and conduct regularly scheduled ELAC meetings at Lake Center. | Ongoing | Principal, Assistant Principal | ELAC | 1000-1999: Certificated Personnel Salaries | Title III | 350 |
| | | | | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 150 |
| | | | | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 100 |
| 3.3 Support a site ASB coordinator who is responsible for overseeing the Lake Center student leadership program and activities. | Ongoing | Principal, Assistant Principal | ASB Stipend | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,000 |
| 3.4 Support student creative writing by maintaining the stipend for the yearbook and student newspaper advisor. | Ongoing | Principal, Assistant Principal | Yearbook/Newspaper Stipend | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,000 |
| 3.5 All students will be issued a Lake Center Planner, at no cost, to support them academically and to help facilitate effective communication between teachers and administrators and the parent community. | Ongoing | Library/Media Specialist, Principal, Assistant Principal | Student and Parent Engagement | 4000-4999: Books And Supplies | LCFF | 3,722 |
| 3.6 Administration will begin the process to organize and support a Lake Center PTO | Ongoing | Principal, Assistant Principal, Parents, Teachers | Parent Engagement | None Specified | None Specified | |
| 3.7 The Teleparent system will be regularly used by teachers, staff and administration as a tool to communicate important and timely messages. | Ongoing | Principal, Assistant Principal, Parents, Teachers | Parent Engagement | None Specified | None Specified | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.8 The Parent Portal system will be regularly used as a resource for parents to keep current with student grades and progress. | Ongoing | Teachers Parents, Principal, Assistant Principal | Parent Engagement | None Specified | None Specified | |
| 3.9 School Loop will be regularly updated and maintained and used as a communication tool for the Lake Center community. | Ongoing | Teachers Parents, Principal, Assistant Principal | Parent Engagement | None Specified | None Specified | |
| 3.10 A Lake Center School Site Council will be formed with parent and school members and will regularly meet to conduct School Site Council business. | Ongoing | Teachers Parents, Principal, Assistant Principal | SSC | None Specified | None Specified | |
| 3.11 Events will be scheduled throughout the year to support our students and community and to encourage on site parent involvement. | Ongoing | Teachers, Principal, Assistant Principal | Parent and Community Engagement | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 2,144 |
| | | | | | Title I Part A: Allocation | 600 |
| 3.12 Establish a parent, and parent student computer class 1 day per week. | Ongoing | Library/Media Clerk, Parents, Principal, Assistant Principal | Technology Supplies | 4000-4999: Books And Supplies | LCFF | 1,800 |
| 3.13 The theme "Emotionally Safe Classrooms" will be presented and highlighted to staff throughout the 2016-2017 school year. | Ongoing | Counselor, Principal, Assistant Principal | counseling | None Specified | None Specified | |
| 3.14 WEB will continue in its fifth year of implementation. | Ongoing | WEB leaders, Principal, Assistant Principal | Student Engagement | 5000-5999: Services And Other Operating Expenditures | LCFF | 3,525 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.15 Partnership with Pacific Clinics will continue throughout the 2015-2016 School Year. | Ongoing | Teachers, Principal, Assistant Principal | Counseling | None Specified | None Specified | |
| 3.16 Partnership with Turning Point Center For Families will continue throughout the 2015-2016 School Year. | Ongoing | Teachers, Principal, Assistant Principal | Counseling | None Specified | None Specified | |
| 3.17 Lake Center Guidance Counselor will provide academic, behavioral and attendance counseling/support. | Ongoing | Counselor, Teachers, Principal, Assistant Principal | Counseling | None Specified | None Specified | |
| 3.18 Lake Center SART and SARB Teams will assist in monitoring school attendance. | Ongoing | Counselor, Teachers, SART, SARB, Assistant Principal | Attendance/Student Engagement | None Specified | None Specified | |

# Planned Improvements in Student Performance

<u>**School Goal #4**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: School Climate |
|---|
| **LEA/LCAP GOAL:** |
| School Climate<br>School Climate will be conducive to effective teaching and learning, as measured by (metrics):<br>1. Suspension Rate<br>2. Expulsion Rate<br>3. Student School Safety Survey Rates (Grades 5 and 7)<br>4. Parent Safety Survey Rate |
| **SCHOOL GOAL #4:** |
| School Climate<br>School Climate will be conducive to effective teaching and learning, as measured by (metrics):<br>1. Suspension Rate<br>2. Expulsion Rate<br>3. Student School Safety Survey Rates (Grades 5 and 7)<br>4. Parent Safety Survey Rate |
| **Data Used to Form this Goal:** |
|  |
| **Findings from the Analysis of this Data:** |
|  |
| **How the School will Evaluate the Progress of this Goal:** |
|  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 4.1  Partnership with City of Santa Fe Springs Youth Intervention Program will continue throughout the 2015-2016 school year. | Ongoing | Teachers, Principal, Assistant Principal | Youth Intervention Program | None Specified | None Specified | |
| 4.2 Partnership with City of Norwalk Youth Intervention Program will continue throughout the 2015-2016 school year. | Ongoing | Teachers, Principal, Assistant Principal | Youth Intervention Program | None Specified | None Specified | |
| 4.3 Lake Center Guidance Counselor will continue to assist in the planning and organizing of anti-bullying programs and presentations. | Ongoing | Teachers, Counselor. Principal, Assistant Principal | Anti-Bulllying | None Specified | None Specified | |
| 4.4  In partnership with the district, Lake Center will monitor, practice and improve school safety and emergency practices and procedures. | Ongoing | Teachers, Assistant Principal, Principal | Emergency Procedures | None Specified | None Specified | |
| 4.5 Lake Center Guidance Counselor will coordinate an "At Risk" student/community member mentorship program. | Ongoing | Teachers, Counselor, Assistant Principal, Principal | | None Specified | None Specified | |
| 4.6 Lake Center will begin two of PBIS. | Ongoing | Teachers, PBiS Team, Principal, Assistant Principal, Staff | PBiS | None Specified | None Specified | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 4.7 Implement school-wide incentive program that may include:<br>• Team competitions<br>• Leopard Lounge<br>• Leopard $$<br>• Trophies and recognition<br>• Preferred assembly seating<br>• Classroom, Teacher, Team Awards<br>• Extended lunch (last Friday each month) | Ongoing | PBiS Team, Principal, Assistant Principal, Staff | Incentives | 4000-4999: Books And Supplies | LCFF - Supplemental | 2,000 |
| 4.8 Maintain equipment to provide before school and lunchtime activities for students. | Ongoing | PE Teachers, Assistant Principal | | 4000-4999: Books And Supplies | LCFF - Supplemental | 500 |

**Planned Improvements in Student Performance**

<u>School Goal #5</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: |
|---|
| LEA/LCAP GOAL: |
| |
| SCHOOL GOAL #5: |
| |
| Data Used to Form this Goal: |
| |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

**Centralized Service Goal #1**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Mathematics, Science, HSS, ELD  SBAC CELDT, ELPAC |
|---|
| **SCHOOL GOAL #1:** |
| Student Achievement<br>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:<br>1. Smarter Balanced Assessments in ELA and Mathematics in grades<br>3-8<br>2. District assessments in ELA and Math in grades K-2<br>3. CST in science: grade 5.  Science District Benchmarks: grades<br>6,7and 8<br>4. District assessments in history/social science in grades 6-8<br>5. Percentage of ELs Making Progress in Learning English Based on<br>the CELDT (AMAO1) and Percentage of ELs Attaining the English<br>Proficiency Level on the CELDT (AMAO2)<br>6. Redesignation rates for ELs<br>7. Academic Performance Index-API (as developed by the CDE)<br>8. Physical Fitness Tests in grades 5 and 7 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| 1.1 The district will provide Arts for All instructors to provide music, art, and PE for students while teachers participate in DRS collaboration in order to plan differentiated instruction for students. | Sep. 2017- May 2018 | Educational Services Dep. | a team of Arts for All instructors will provide music, art and PE instruction to students at all elementary sites. Each school will have a team at their site one day per week. | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 184,516. |
| | | | | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 7,936. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 36,048. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.2 The district will support Data Reflection Sessions at the middle schools in order to review student work and most current assessments. Interventionist will place students in either support or enrichment courses for the following six weeks based based on their specific needs. | August 2017-June 2018 | Middle School Interventionist 40% FTE at Lakeside 60% FTE at Lake Center Middle School | Interventionist will review ELA and Math assessment data every six weeks. Based on most current information, students will be place on a Targeted ELA or Mathematics course for six weeks. Students that do not need the additional support will be placed in a Science or HSS Enrichment course for the following six weeks. This process is completed five times per year. Interventionist will also meet with students individually to set goals and monitor progress. | 2000-2999: Classified Personnel Salaries | Title I | 116,009. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.3 Common Planning time | Sep. 2017 - February 2018 | Educational services | The district will provide three days of training for all teachers. Elementary teachers will focus NGSS, Middle school teachers will focus on Writing Across the Disciplines, Special Education teachers will focus on writing across all content areas. all Music and PE teachers will receive PD in their specific content. Dates will be September 1, 2017, October 13, 2017 and February 9, 2018. | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 238,670.77 |
| | | | | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 86,329.23 |
| 1.4 Instructional Technology | Sep. 2017- June 2018 | Ed. Services / Business and Technology Departments | The district will coordinate instructional technology instruction as well as coordination of purchases of technology devises to support instruction. | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 83,653. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 35,509. |
| | | | | 4000-4999: Books And Supplies | LCFF - Supplemental | 55,838. |
| | | | | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 29,193. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.5 Grade Level Collaboration | Sep. 2017-June 2018 | Educational Services Dep. | The district will provide Itinerant PE teachers to provide PE instruction to students while teachers are given time to collaborate with their grade level peers. Each site will be assigned a PE teacher to work with students all day. Principals will create a schedule for them to follow. | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 190,019. |
| | | | | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 63,805. |
| 1.6 Summer School | Feb. 2018-July 2018 | Educational Services Dep. | Educational Serv. Department staff will plan and implement summer school program for targeted students in grades 2nd-7th grade | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 69,020. |
| | | | | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 4,010. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 18,036. |
| | | | | 4000-4999: Books And Supplies | LCFF - Supplemental | 8,325. |
| | | | | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 25,609. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.7 Instructional Coaches | Aug. 2017-June 2018 | Educational Services Dep. | Mathematics Instructional Coaches will provide support to teachers and principals and provide training for teachers, administrators, Interventionist, THINK Together staff and parents | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 261,005. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 108,375. |
| 1.8 Technology Specialist | August 2017-June 2018 | Educational Services Dep. | Technologist Specialist will provide technology instruction to elementary students and teachers | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 214,115. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 81,158. |
| 1.9 AVID EL | July 2017- June 2018 | Middle School Principals | AVID Excel teachers will provide specially designed instruction to Long Term English Learners in 7th and 8th grade students at Lake Center and Lakeside | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 21,111. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 3,889. |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title III Part A: Language Instruction for LEP Students | 15,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.10 ELD Specialist / ELD Support Plan | August 2017-June 2018 | Educational Services Dep. | ELD Training and support will be given to all teachers as they implement integrated and designated ELD | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 59,292 |
| | | | EL Monitoring Doc. Preparation | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 7,500 |
| | | | | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 40,158 |
| | | | ELD Training - Ivannia Soto | 5800: Professional/Consulting Services And Operating Expenditures | Title III Part A: Language Instruction for LEP Students | 15,000 |
| 1.11 Science Specialist | August 2017-June 2018 | Educational Services Dep. | Teachers will receive training and support as from the district Science Specialist as they implement the NGSS standards | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 85,437. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 34,563. |
| 1.12 RSP Teachers | August 2017-June 2018 | Director of Special Education Principals | RSP teachers will provide additional support for targeted students in all core content area | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 201,661. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 90,620. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.13 Interventionist and Support for Elementary Sites | Sep. 2017-June 2018 | Educational Services Dep. Personnel Department Principals | Certificated interventionist will provide support in ELA and Math to targeted students in all elementary students Budgets for interventionist reflected in each site school plan | | | |
| Library Access for Students | August 2017-June 2018 | Princiapals | Students will have access to check out books from their school library | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 157,584. |
| | | | | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 29,396. |

# Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #2**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
|---|
| **SCHOOL GOAL #2:** |
| Conditions for Learning<br>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:<br>1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)<br>2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.<br>3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)<br>4. Student transportation, as required by IEPs and safety criteria (allocated funds)<br>5. Basic Supplies and Services |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| 2.1 Maintainance of Facilities | July 2017- June 2018 | Director of Maintenance | Facilities will be maintained and monitored using the FIT tool | 1000-1999: Certificated Personnel Salaries | General Fund | 338,658. |
| | | | | 3000-3999: Employee Benefits | General Fund | 173,000. |
| | | | | 4000-4999: Books And Supplies | General Fund | 148,000. |
| | | | | 5000-5999: Services And Other Operating Expenditures | General Fund | 138,000. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 2.2 Qualified Staff | July 2017-June 2018 | Assistant Superintendent of Personnel Principals | Appropriately qualified staff will be hired for all positions necessary throughout the school year | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 17,236,491. |
| | | | | 2000-2999: Classified Personnel Salaries | LCFF - Base | 4,426,994. |
| | | | | 3000-3999: Employee Benefits | LCFF - Base | 8,448,844. |
| | | | | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | |
| 2.3 Basic Supplies and Services | July 2017-June 2018 | Assistant Superintendent of Business Principals | Students will have access to school supplies as needed throughout the year | 4000-4999: Books And Supplies | General Fund | 396,551. |
| | | | | 5000-5999: Services And Other Operating Expenditures | General Fund | 3,514,966. |
| 2.4 School Transportation | July 2017-June 2018 | Director of Special Education Educational Services Dept. | Selected students will receive home to school transportation | 5000-5999: Services And Other Operating Expenditures | General Fund | 922,368. |
| 2.5 Standards Aligned Materials | July 2017-June 2018 | Assistant Superintendent, Educational Services | All students will have access to all core content adopted textbooks, and supplemental matrials | 4000-4999: Books And Supplies | General Fund | |

# Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #3**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
|---|
| **SCHOOL GOAL #3:** |
| Stakeholder Engagement<br>Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):<br>1. Parent Survey Response Rate<br>2. Parent Satisfaction Survey Rate<br>3. Parent Engagement Rate (District and Site SMART Goals)<br>4. Student School Connectedness Rate (Grades 5 and 7)<br>5. Attendance Rate<br>6. Chronic Absenteeism Rate<br>7. Middle School Dropout Rate |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| 3.1 Parent Involvement | August 2017-June 2018 | Educational Service Department | Parents will be provided multiple opportunities for participation in: Courses through Cerritios College, such as ESL, GED and Technology. as well as many parent training workshops throughout the year | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 15,400 |
| | | | | 4000-4999: Books And Supplies | Title I | 4,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.2 Parent Surveys | February 2017-May 2018 | Educational Service Department | Parent Surveys will measure parent satisfaction as well as parent engagement. Surveys will be collected from parents throughout the district | | | |

# Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #4**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
|---|
| **SCHOOL GOAL #4:** |
| School Climate<br>School Climate will be conducive to effective teaching and learning, as measured by (metrics):<br>1. Suspension Rate<br>2. Expulsion Rate<br>3. Student School Safety Survey Rates (Grades 5 and 7)<br>4. Parent Safety Survey Rate |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| 4.1 Elementary/Middle School Counselors | August 2017-June 2018 | Director of Special Education | Counseling services will be provided for targeted students at all schools | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 362,373. |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 132,782. |
| 4.2 Alternatives to Suspension | August 2017-June 2018 | Director of special Education and Pupil /services | all schools will participate in Positive Behavior Interventions and Supports training | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 26,009 |
| | | | | 3000-3999: Employee Benefits | LCFF - Supplemental | 4,791 |
| | | | | 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 29,200 |

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

| |
|---|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #5: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|---|---|---|
| **Funding Source** | **Allocation** | **Balance (Allocations-Expenditures)** |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| District Funded | 22,513.00 |
| General Fund | 30,987.20 |
| LCFF | 9,047.00 |
| LCFF - Supplemental | 126,352.00 |
| Title I | 10,800.00 |
| Title I Part A: Allocation | 69,453.00 |
| Title III | 350.00 |
| Unrestricted | 35,566.00 |

# Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

| Object Type | Total Expenditures |
|---|---|
| 0001-0999: Unrestricted: Locally Defined | 35,566.00 |
| 1000-1999: Certificated Personnel Salaries | 169,048.20 |
| 2000-2999: Classified Personnel Salaries | 32,913.00 |
| 4000-4999: Books And Supplies | 36,122.00 |
| 5000-5999: Services And Other Operating Expenditures | 23,319.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type and Funding Source**

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | District Funded | 22,513.00 |
| 1000-1999: Certificated Personnel Salaries | General Fund | 30,987.20 |
| 4000-4999: Books And Supplies | LCFF | 5,522.00 |
| 5000-5999: Services And Other Operating | LCFF | 3,525.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 65,558.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 10,400.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 30,600.00 |
| 5000-5999: Services And Other Operating | LCFF - Supplemental | 19,794.00 |
|  | Title I | 7,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 3,300.00 |
|  | Title I Part A: Allocation | 600.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 68,853.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 350.00 |
| 0001-0999: Unrestricted: Locally Defined | Unrestricted | 35,566.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Goal**

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 250,611.20 |
| Goal 2 | 35,566.00 |
| Goal 3 | 16,391.00 |
| Goal 4 | 2,500.00 |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Jack Sokoloff | X | | | | |
| Angela Isais (year 1) | | X | | | |
| Luz Torres (year 2) | | X | | | |
| Jackie Brewster (year 1) | | X | | | |
| Beth Raff (year 2) | | | X | | |
| Delia Owens (year 1) | | | X | | |
| Diana Vargas (year 2) | | | | X | |
| Gina Salcido (year 2) | | | | X | |
| Denise Arroyo (year 2) | | | | X | |
| Lorie Ruiz (year 1) | | | | X | |
| Arianna Gastelum | | | | | X |
| Genevieve (Jenny) Castaneda | | | | | X |
| Rebecca Bello (Alt.) | | | | | X |
| Gabrielle Elizaga (Alt.) | | | | | X |
| **Numbers of members of each category:** | | | | | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

X     English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on October 9, 2017.

Attested:


Jack Sokoloff
_____          _____          _____
Typed Name of School Principal                    Signature of School Principal                          Date


Jaclyn Brewster
_____          _____          _____
Typed Name of SSC Chairperson                    Signature of SSC Chairperson                          Date